

**Video Transcript Edit**  
The Iowa Professional Development Model

## **Segment 4 – Simultaneity**

*In Segment 4, Bevy Showers speaks about the principle of simultaneity in the Iowa Professional Development Model.*

*Interviewer:*

Once they have developed a professional development focus, how does the concept of simultaneity enter the picture?

*Bev Showers:*

Simultaneity is a concept we borrowed from the National Staff Development Council. When they talk about staff development or professional development they talk about not only the content—[e.g.,] what are we going to learn to help our students learn more?—but they talk about the context and the process of staff development. Examples of the context of staff development would be: What are the collegial relationships like in this building? How do teachers get along together? Do they cooperate in this learning enterprise? An example of a contextual variable—or a process variable, I guess—would be, “How do we govern staff development? Who makes the decision about what we study, and when, and how, and who provides service?” The whole point of simultaneity is, don’t take a couple of years dealing with process and context variables before you ever get around to the content. Don’t try to fix everything in a sequential fashion. Begin your staff development with content. If your children have reading problems, begin with the reading program and simultaneously deal with that governance issue. Get a collaborative, or a participatory governance system in place. And if your teachers are not speaking to each other, then that is a problem. You should address it. You should definitely address it. But don’t put off starting the real meat and potatoes of professional development, which is the content we’re studying to help our students.